

SAMPLE LESSON PLAN

- A. TITLE (Must be exact and specifically identify instructional area)
Example: Principles of operation of the XX radio set.
- B. OBJECTIVES (Stated in terms of student outcomes or what the student is expected to know or be able to do as a result of the training. Objectives are used to select the subject matter taught and to determine level of student achievement.)
Examples: 1. To develop a high degree of skill in the operation of . . .
2. To develop a familiarization in . . .
3. To learn a basic skill in . . .
4. To acquire knowledge about . . . or adopt an attitude concerning . . .
- C. TRAINING AIDS (List all training aids, special devices, equipment and tools which will be used.)
Examples: 16 mm film "Accent on Learning", Ohio State University, 28 minutes. Charts on "Principles of Learning"
- D. REFERENCES (List all texts, instructional books, etc., which will be used in preparing for or in presenting the instruction.)
References which will be given to the students for class use may be listed under Training Aids.
Examples: 1. Dewey, John; How We Think. C & C Merriam Co., New York, 1933. 1 copy
2. Essert, Paul; Creative Leadership of Adult Education. D. Appleton & Co., New York, 1951. 15 copies (may be included under Training Aids instead of References)
- E. INTRODUCTION Time: 5 minutes
The introduction to any lesson should include most of the following:
1. Get student attention
2. Develop student interest (motivation), i.e. Tell student the value of training to him.
3. Delineate scope of lesson (state objectives)
4. Tell student what will be expected of him by the end of the lesson.
5. Tell student what method(s) will be used in training
6. Direct student thinking along desired lines
- F. PRESENTATION Time: 30 minutes
This is the "plan of action". In this section the instructor lists the main body of the subject matter and determines the proposed method(s) of presentation, i.e., What are you going to teach and how are you going to teach it? This section includes:
1. Outline of subject matter to be covered
2. Notes as to method(s) to be used, including instructor activities ("Show chart #1"); ("Develop on blackboard . . ."); ("Demonstrate operation of . . .")

3. Suggestions for student activity (Students work problem")
4. Pertinent questions to be asked: areas of subject matter to be discussed.

G. APPLICATION

Time: 10 minutes

Indicate in this section what the students will do to apply or use immediately the skills or knowledge taught. Students may work certain problems. Students may discuss subject in small assigned groups. Students may practice operation of equipment.

H. SUMMARY

Time: 5 minutes

Recapitulate the main points of the subject presented and tie-up all the loose ends. It is advisable to ask specific questions covering the main points of the lesson. This will:

1. Organize the material in the minds of the students.
2. Offer a chance to strengthen the weak spots in your instruction.

I. EVALUATION

1. If a skill has been taught, a performance type test is effective.
2. If knowledge or attitudes have been taught, an oral or written test might be appropriate.
3. Class discussions and good oral questions are very effective to determine student comprehension.
4. In this section the instructor can ascertain how well he taught based upon how well the students respond.
5. The instructor might include in this section several main pertinent questions which will be used later in the "final" type test or evaluation.

J. ASSIGNMENT

Time: 5 minutes

1. It is frequently desirable to give the assignment at the beginning of the lesson, and perhaps repeated at the end, in order that sufficient time be devoted to making the assignment and also assuring that students clearly understand what is expected of them.
2. Instructions must be specific and complete. It is a good technique to have written assignments to be handed to the students.